

# Exploring Student Integration Patterns in Two-Way Immersion Schools

EL Alliance Conference  
March 13-14, 2014

Quién – Who  
Qué – What  
Cuándo – When  
Dónde – Where  
Cómo – How



# Presentation Outline

- Two-Way Immersion Approach
- Student Integration Focus
- Research Questions & Methods
- Results and Discussion
- Study Limitations
- Policy Recommendations

# Two-Way Immersion Approach

- Two language groups (usually Spanish/English)
- Immersion approach in both languages
- Elementary schools mostly
- School-within-a-School or Strand Approach Common

# Student Integration Promise and Challenges

Desegregation Strategy (for ELs? Latinos?  
Students in poverty? Others?)

Segregation Effects

Latinos/ELs “triple” segregation, i.e., Schools with:

- (1) Majority-minority populations
- (2) Concentrated poverty
- (3) High numbers of ELs

TWI Design and Student Characteristics

Integration Challenges

# Research Questions

1. How has the demographic profile (language background, race/ethnicity, socioeconomic status) of students changed in the school from 1999-2009?
2. How has the introduction of the two-way immersion program changed how students of different backgrounds (language background, socioeconomic status, and special education status) are integrated for academic instruction within the school?
3. How does school staff interpret any changes in school demographics and instructional integration patterns that have occurred?

# Comparative Case Study: Mixed Methods

## School Characteristics:

- Two elementary schools in same district (Cypress and Willow)
- Whole-school Title I programs (Only 2 such elementary schools for entire study period.)
- Introduced TWI within study timeframe

	QUANTITATIVE	QUALITATIVE
Questions	1 & 2: Demographic changes & integration patterns	3: Staff interpretations
Data	Student background characteristics & instructional placements	Staff interviews (n = 35), focus groups, and observations; Archival documents
Analyses	Ques 1: Examined annual trends Ques 2: Significance testing of student differences	Grounded theory

# Focus of Results/Discussion

Quantitative results from the After TWI analyses

Grounded Theory:

- Reflections on the Meaning and Measurement of Student Integration
- Overview of Central and Major Themes
- Importance of Cultural Capital in Student Integration

# After TWI Analyses: Examining Student Differences Between and Within Strands

## **Variables of Interest:**

- Strand (TWI or English Only)
- “High Needs 1” = Free/Reduced meals (Yes or No)
- “High Needs 2” = IEP (Yes or No)
- Language Background (English, Spanish, Other)
  
- **Method:** Hierarchical loglinear modeling
  
- **Reasons to limit factors:** Interpretability and Adequate Data Table



# Initial Approach

**Grades:** K-5 aggregated

## **Four factor model**

1. Instructional Strand (TWI or English Only)
2. Free/Reduced meals (Yes or No)
3. IEP (Yes or No)
4. Language Origin Group (English, Spanish, Other)

## **UNRELIABLE ANALYSIS: INSUFFICIENT CELL COUNTS**

- Too few Other speakers in either strand
- Too few Spanish speakers in English Only strand
- Too few Spanish speakers not on free/reduced meals

# Revised, Segmented Approach

## **English speakers only: 4 factor analysis**

1. Group (English EO, English TWI)
2. Free/Reduced meals (Yes or No)
3. IEP (Yes or No)
4. Year\* (2005\*\*, 2006\*\*\*, 2007, 2008)

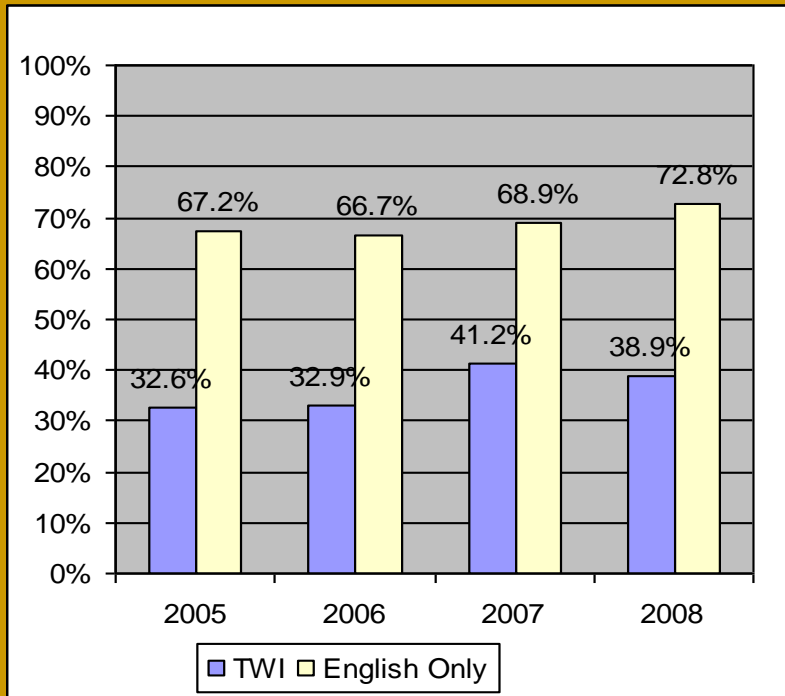
## **3 Groups (English EO, English TWI, Spanish TWI): Two 3 factor analyses**

- |                       |          |
|-----------------------|----------|
| 1. Group              | 1. Group |
| 2. Free/Reduced meals | 2. IEP   |
| 3. Year               | 3. Year  |

\*Approximately 400 students in each yearly sample. \*\*2005 data for Cypress only. \*\*\*2006 Willow data does not include grade 5.

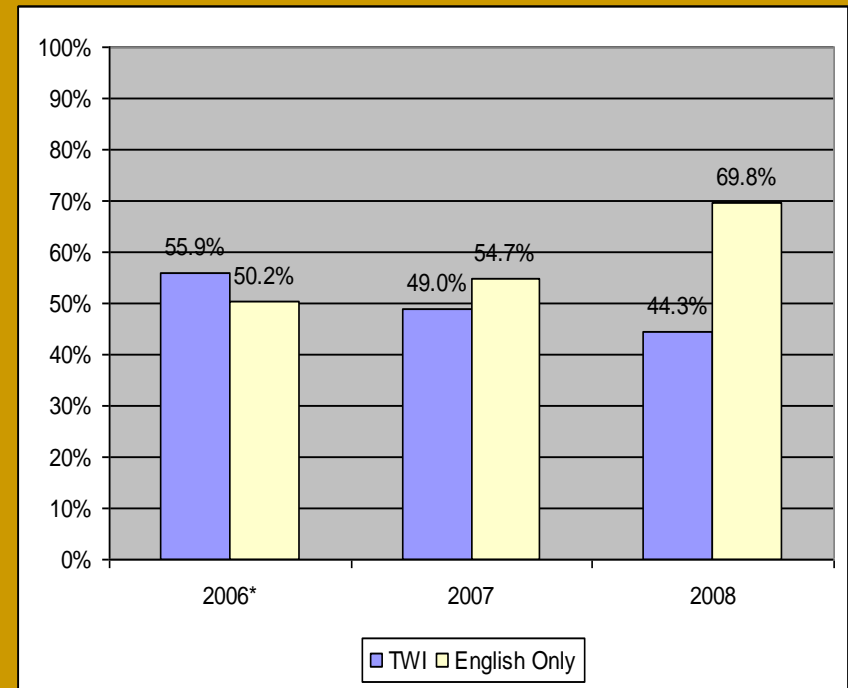
# Comparing English Speakers in Both Strands Free/Reduced Meals Rates

## Cypress



Significantly higher F/R rates in English Only strand all four years

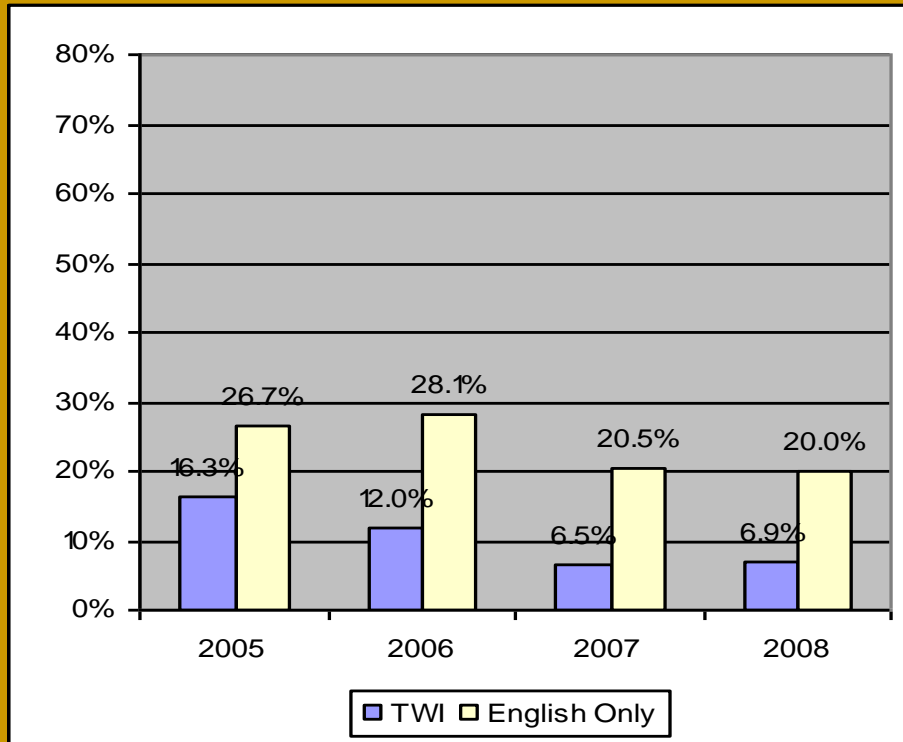
## Willow



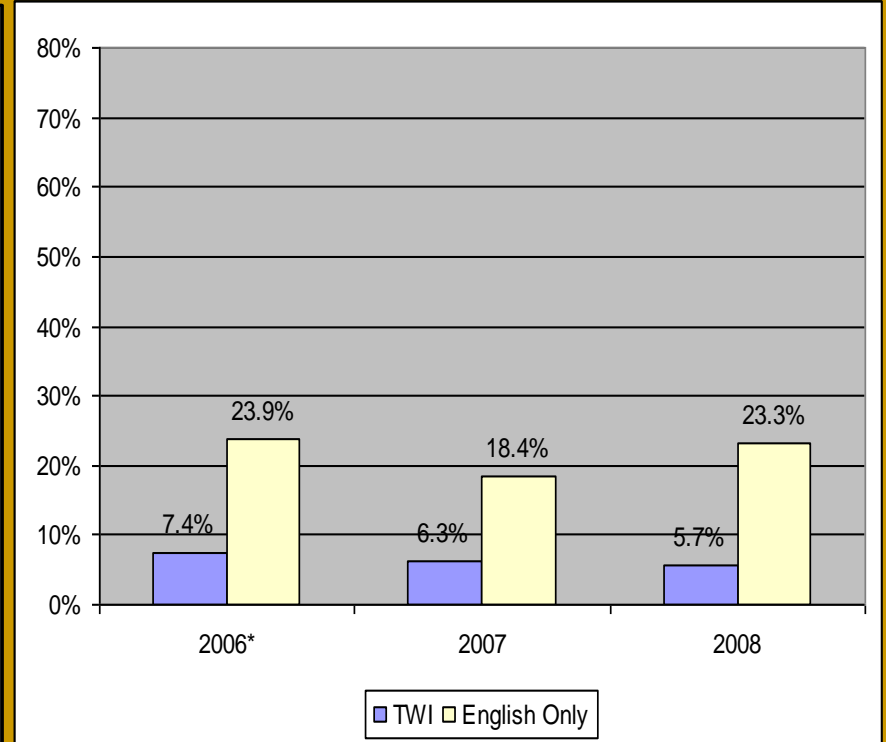
Significantly higher F/R rates in English Only strand in 2008 ONLY

# Comparing English Speakers in Both Strands IEP Rates

## Cypress



## Willow

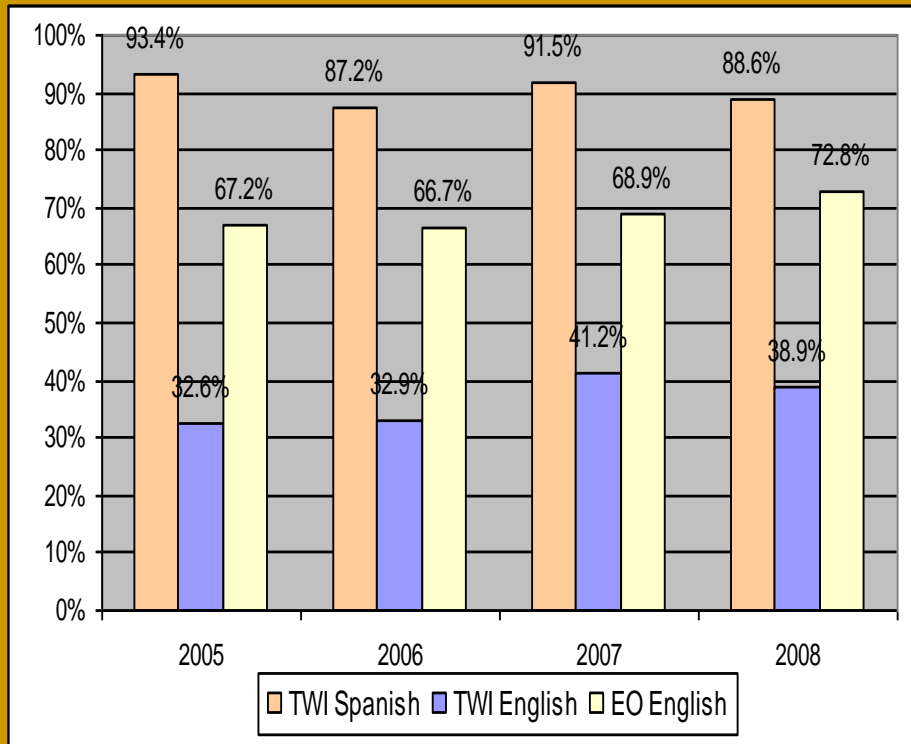


Significantly higher IEP rates in English only strand in both schools in all years.

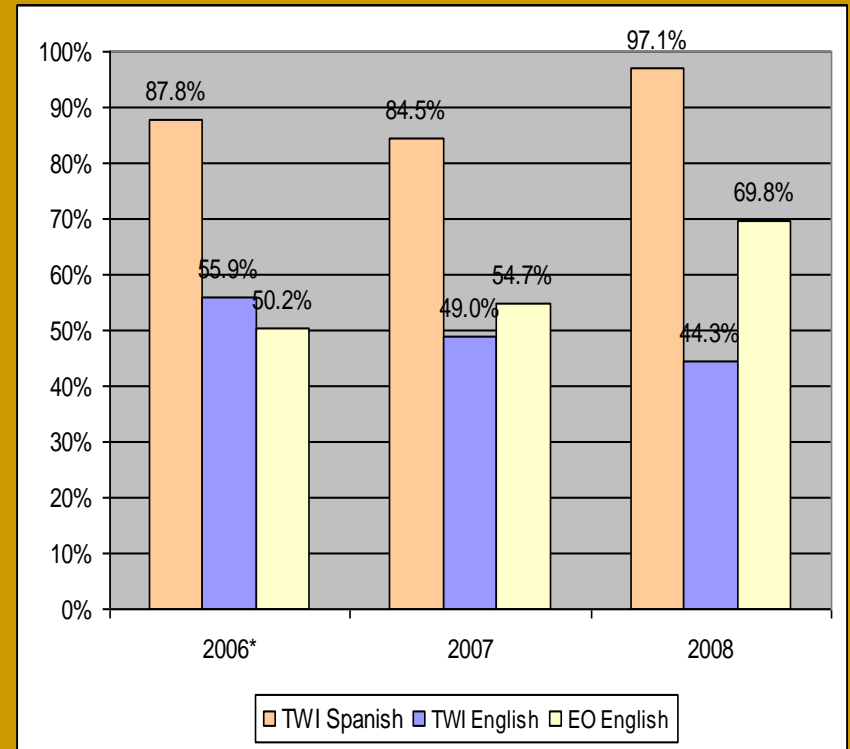
# Comparing Spanish Speakers in TWI to English speakers in Both Strands

## Free/Reduced Meals

### Cypress



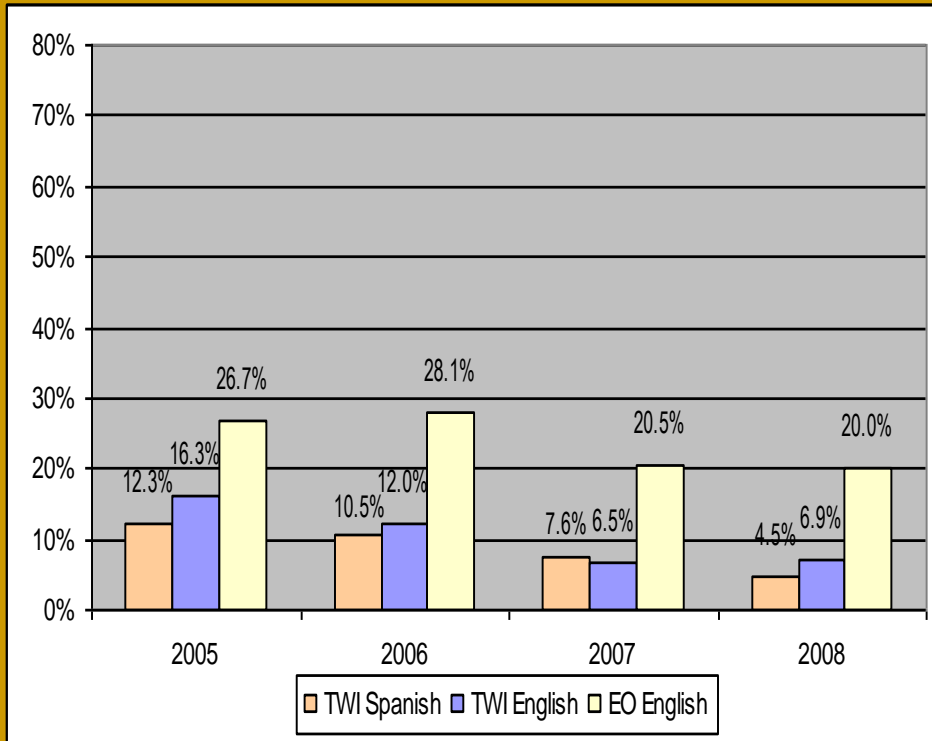
### Willow



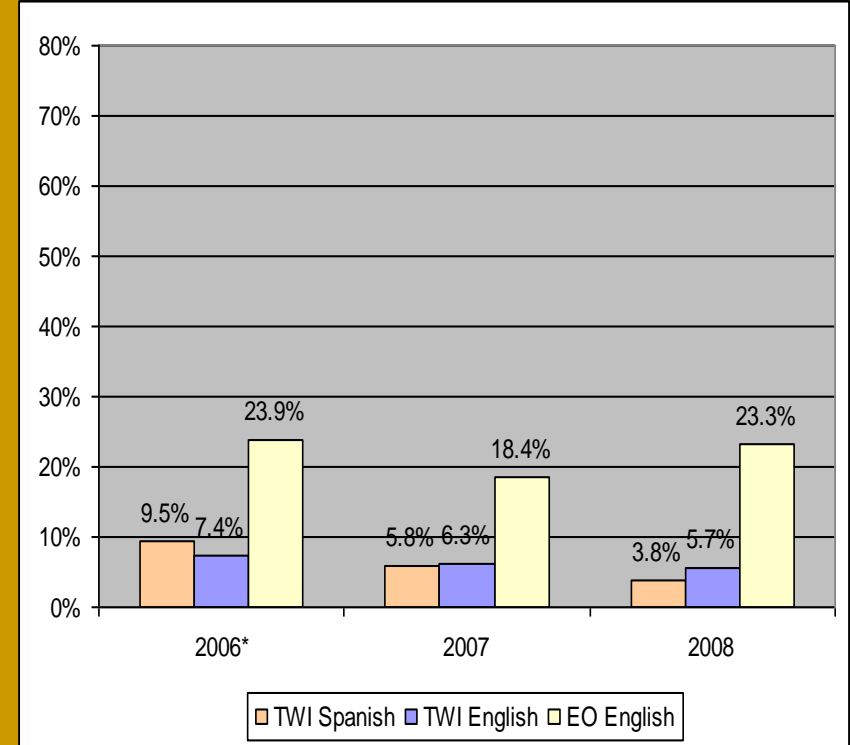
Significantly higher F/R rates among Spanish speakers compared to both English groups. Significant differences b/w all groups for all years at Cypress; 2008 only for Willow.

# Comparisons with Spanish Speakers – IEPs

## Cypress



## Willow



Significantly higher IEP rates among EO English speakers compared to TWI groups. No difference between TWI groups.

# Summary of Significant Group Differences

## 3 Groups: English EO, English TWI, Spanish TWI

- IEPs: Higher rates among English EO group vs. both TWI groups. (All Years, Both Schools)
- Free/Reduced Meals:
  - (1) Highest rates among Spanish TWI group vs. both English groups. (All Years, Both Schools)
  - (2) At Cypress, lowest rates among English TWI group for all years at Cypress
  - (3) At Willow, no differences between English speakers for two years; last year, significantly lower rates for English TWI vs. English EO group.

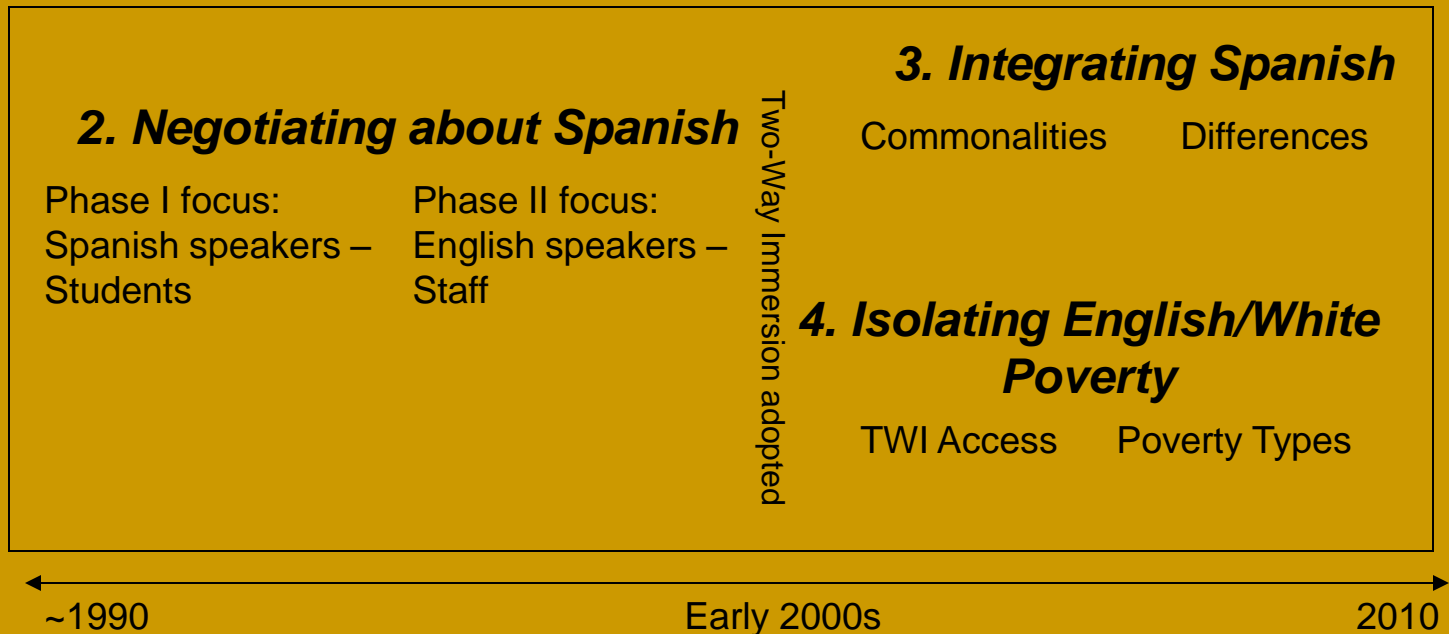
# Grounded Theory Results: School Profiles/Integration Reflections



# Grounded Theory Results: Negotiating the Value of Spanish

## **1. The System Impacts My Building:**

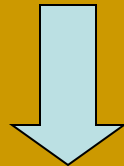
- Community Demographics
- Housing Patterns
- School District Policies: Open enrollment, Resource Teacher Program



# Student Integration and the Importance of Cultural Capital

## **TWI Commodified Spanish – Providing Justification & Resources for:**

- Hiring more bilingual teaching and administrative staff
- Teaching the core curriculum to English speakers in Spanish
- Purchasing Spanish curriculum materials
- Providing professional development in Spanish and about Spanish literacy
- Increasing outreach to Spanish speaking families
- Prioritizing Spanish speakers' access to the TWI program



**Activation of the cultural capital of Spanish speakers**

# Limitations of the Study

Focus on large student populations and gloss of ethnic and language backgrounds obscures differences within these groups and omits details about other groups.

## Quantitative

- Grade levels not controlled/examined.
- Overlap/carryover effect between years not controlled/examined.
- Small sample size.
- Limited generalizability due to: community/school demographics, school policies

## Grounded Theory

- Demographics of community: limited racial diversity
- Sufficiently representative staff sample?
- No student transfer data to confirm/challenge staff comments about open enrollment policies or TWI demand
- My influence on staff comments
- Lack of student/family perspectives re: cultural capital claims

# Policy Recommendations: No School is an Island

- **Federal/State:** Create Title I Funding Disincentives for concentrating poverty; Revise Rubrics for Grant competitions/accountability
- **Local/Municipal:** Link School Desegregation efforts to Housing policies/development
- **District:** Draw School Boundaries with explicit Desegregation Goals, Restrict School Choice/Open Enrollment Policies; Address Staff Turnover/Inexperience in high poverty schools; Provide Professional Development that critically examines poverty and privilege
- **Two-Way Immersion Schools:** Improve TWI access; Integrate Students and Staff across Strands